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ABSTRACT

The Career Development Inventory--Adult Form was used to measure career development, and three instruments were used to measure the life cycle or personal phasic development in order to seek a relationship between the adult life cycle and the professional career development cycle for women and men. Population for the study was a random sample of 133 subjects drawn from traditional and nontraditional classes in institutions in a standard metropolitan statistical area. Scores on the four instruments used were analyzed by Pearson correlations, Fisher's zr transformation, multiple regression, and multivariate analysis of variance techniques. No significant relationship was found between the career development cycle and the adult development life cycle of professionals. No significant difference was found between men and women professionals in the career cycle-life cycle relationship. However, age was significantly related to adult development. Generally, as age increased, the subjects appeared in more advanced phases of adult development. Also, as age increased, so did concern with societal/community commitments and with post-midlife personal relationship issues, while concern with pre-midlife personal relationship issues decreased. (KC)

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THE RELATIONSHIP BETWEEN THE PROFESSIONAL CAREER DEVELOPMENT AND ADULT LIFE CYCLE FOR WOMEN AND MEN

BY

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THE RELATIONSHIP BETWEEN THE PROFESSIONAL CAREER DEVELOPMENT AND ADULT LIFE CYCLE FOR WOMEN AND MEN

Rebecca R. Phillips

Ph.D., Education, University of New Mexico, 1982

This study was designed to provide information on the relationship between the adult life cycle and the professional career development cycle for women and men. The relationship was examined using the Career Development Inventory - Adult Form scores to measure career development and three measures of the life cycle or personal phasic development: the Adult Life Phase Scale (ALPS) scores, the ALPS factors (from a principal-component analysis) and Levinson's age-linked life phases. The ALPS was written for this study and is a valid, reliable instrument to be used to place people in a phase of development in the adult life cycle.

A random sample of traditional and non-traditional classes was drawn from institutions in a standard metropolitan statistical area. The instruments were administered to these classes resulting in a sample of 133 subjects whose scores were analyzed for this study. Pearson correlations, Fisher's z_r transformation, multiple regression and multivariate analysis of variance techniques were used to analyze the data.

No significant relationship was found between the career development cycle and the adult development life cycle of professionals. No significant difference was found between men and women professionals in the career cycle-life cycle relationship. However, age was significantly related to adult development. Generally, as age increased, the subjects appeared in more advanced phases of adult development. Also, as age increased, so did concern with societal/community commitments and with post-

midlife personal relationship issues, while conern with pre-midlife personal relationship issues decreased.

A detailed report of this study and the results has been submitted to ERIC.

INTRODUCTION AND PROBLEM STATEMENT

A majority of the adult learners in the United States participate in educational activities in order to cope with changes in their lives. In recent years, studies of adults in transition have revealed that 83% of the adults in the United States give past, present, and future changes in their lives as reasons for learning. This is also true for 85% of the adults between the ages of 25 and 65 (Aslanian & Brickell, 1980, p. 53). In their study for the College Board, Aslanian & Brickell (1980) designated seven life areas in which they hypothesized that transitions would occur: career, family, leisure, art, health, religion, and citizenship. The career area was given as the reason for learning more often than all the other areas combined. Of the 83% of adults who participate in learning activities in order to make transitions, 56% do so to make career transitions (p. 23).

If adult educators are to provide programs for the 56% of adults who learn for career reasons then it is necessary to understand the relationship between the adult life cycle and the career development cycle. As Cyril Houle (1980) observed, "[professional] continuing education must be based not only on content-oriented goals of keeping up with new developments; it must also be designed to facilitate changes in life patterns and career lines. (p. 132).

This study was designed to provide information on the relationship between the adult life cycle and the professional career development cycle for men and women. The primary purpose for this study was divided into three parts:

1. It first had to be determined whether or not there was significant positive linear relationship between the two cycles of development.

2. It was determined if the correlations betweer the cycles for male professionals and female professionals were significantly different.

3. The following characteristics were considered in light of their possible relationships with adult development and career development: age, marital status, ethnicity and educational level.

BACKGROUND & RELATED RESEARCH

The decision to learn for career or any life reason is often preceded by an identifiable or marker event. A marker event is "a particular occasion or extended period that brings about or signifies a notable change in a person's life" (Aslanian et at., p. 23). A marker event has a "notable impact upon a person's life" (Levinson, 1978, p. 4). Marker events can become triggers for learning. A trigger is something that happens in the adult's life to precipitate the decision to learn at that point in time, similar to Havighurst's "teachable moment." The trigger may or may not be connected to the transition and the topic of learning (Aslanian et al., p. 37). When events triggering learning were classified into the seven life areas, 56% of the triggers appeared in the career area.

Learning for career or other life reasons then is precipitated by a variety of events in adult lives. These marker events are milestones that divide the life course into segments. Both the course of adult development and the course of career development have been separately plotted as cycle, phase, or stage models.

Career Development. Donald Super was one of the first theorists to suggest a developmental model for occupational career choice and vocational maturity. His psychology of careers is founded in developmental psychology and rests on the assumption that career development follows the general principles of human development (Welsh, 1978).

Super's (1963) stages of occupational development were founded on the works of Buehler and Havighurst from whom he adopted the concepts of life stages and development tasks, respectively (p. 73). Super's stages of development are: Growth, Exploration, Establishment, Maintenance and Decline.

1. Growth Stage (Birth - 14)

Self concepts develop through identification with key figures in family, neighborhood and school; needs and fantasy are dominant early in this stage, interest and capacity become more important with increasing social participation and reality-testing.

Substages of the growth stage are:
Fantasy (4 - 10): Needs are dominant; role-playing in fantasy is important.
Interest (11 - 12): Likes are the major determinant of aspirations and activities.
Capacity (13 - 14): Abilities are given more weight, and job requirements (including training) are considered.

2. Exploration Stage (ages 15 - 24)

Self-examination, role tryouts, and occupational exploration take place in school, leisure activities and part-time work.

Substages of the exploration stage are:
Tentative (15-17): Needs, interests, capacities, values and opportunities are all considered. Tentative choices are made and tried out in fantasy, discussion, courses, work, etc.: crystallization.
Transition (18-21): Reality considerations are given more weight as the youth enters labor market or professional training and attempts to implement a self-concept: specification.
Trial (22-24): A seeming appropriate field having been located, a beginning job is found and is tried out: implementation.

3. Establishment Stage (ages 25-44)

Having found an appropriate field, effort is put forth to make a permanent place in it. There may be some trial early in this

stage, with consequent shifting, but establishment may begin without trial, especially in the professions.

Substages of the establishment stage are:
Trial and Stabilization (25-30): The field of work presumed to be suitable may prove unsatisfactory, resulting in one or two changes before the life work is found or before it becomes clear that the life work will be a succession of unrelated jobs.
Consolidation and Advancement (31-44): As the career pattern becomes clear, effort is put forth to stabilize, to make a secure place, in the world of work. For most persons, these are the most creative years.

4. Maintenance Stage (ages 45-64)

Having made a place in the world of work, the concern is now to hold it. Little new ground is broken, but there is continuation along established lines. Some continue to innovate, continuing the establishment process.

5. Decline Stage (age 65 on)

As physical and mental powers decline, work activity changes and, in due course, ceases. New roles must be developed; first that of selective participant and then that of observer rather than participant.

Substages of this stage are:
Deceleration (65-70): Sometimes at the time of official retirement, sometimes late in the maintenance stage, the pace of work slackens, duties are shifted, or the nature of the work is changed to suit declining capacities. Many people find part-time jobs to replace their full-time occupations.
Retirement (71 on): As with all the specified age limits, there are great variations from person to person; but complete cessation of occupation comes for all in due course, to some easily and pleasantly, to others with difficulty and disappointment, and to some only with death (Welsh, 1978, pp. 93-94).

According to Super (1957) the process of exploration, establishment, maintenance and decline are not simply vocational, but involve all aspects of life and living, regardless of sex. The process of growth occurs by means of the following developmental tasks:

1. Crystallization: Formation of ideas of work and self; usually ages 14-18, in the tentative substage.

2. Specification: Converting a generalized choice into a specific one; ages 18-21, in the transition substage.

3. Implementation: Completion of general education or training, entering specific education or training, or employment; ages 21-25, in the transition and early trial substages.

4. Stabilization: Settling down in a field of work which is compatible with his or her interests, abilities and aspirations; ages 21-30 and sometimes beyond, in the late trial and stabilization substage.

5. Consolidation: Firmly establishing self in an occupation; age 30 until the maintenance stage begins in his or her middle forties (Super, 1963, pp. 81-84).

These developmental tasks or growth processes can take place at other ages, but they are expected to occur within the age spans provided.

Adult Development. Life cycle scholars have also used age and developmental tasks to define the phases of adult development. Developmental tasks have been viewed as reflections of changing circumstances of life. "Some changes are universal and represent the phases of the life cycle" (Cross, 1981, p. 144).

The phases of the life cycle are minimally considered to be related to the passage of time. Some scholars consider the phases to be age-linked. An example of the former is Neugarten's recognition that "a particularly conspicuous feature of middle age is that life is restructured in terms of time left to live, rather than time since birth" (Neugarten in Hansen & Rapoza, 1978, p. 364). The works of Gould, (1972, 1975, 1978), Sheehy (1976) and Levinson (1978) have popularized the concept of age-linked phases of adult development while admitting that chronological age boundaries are rough indices. Levinson, among others, incorporated developmental tasks into his age-linked phases.

Levinson's (1978) view of the life cycle is that it evolves through a series of eras lasting approximately 25 years, with the eras partially overlapping:

1. Childhood and adolescence: age 0-22
2. Early adulthood: age 17-45
3. Middle adulthood: age 40-65
4. Late adulthood: age 60-?

Within these areas there are sequential, age-linked, alternating periods. A relatively stable structure building period is followed by a transitional structure changing period. Each stable and transitional period has unique tasks which reflect its place in the life cycle and which distinguish it from the other periods. Levinson found that there was little variation in the age at which a period begins and ends. He also found that the periods are ordered, that is, they occur in a fixed sequence, that an individual cannot skip one to enter another.

Levinson's (1978) stages of the adult life cycle and the accompanying developmental tasks are (pp. 56-62):

1. The Early Adult Transition (17-22 years of age). There are two developmental tasks to be accomplished during this period. The first task is to begin moving out of the adolescent or pre-adult world. This involves the modification or termination of existing relationships with important people, groups and institutions. The individual undertakes a reappraisal and modification of self as well. The second task is to take preliminary steps into the adult world: to explore its possibilities, to imagine oneself as a participant in it and to test and make some preliminary choices for adult living. In this period, an individual is on the boundary between adolescence and adulthood.

2. Entering the Adult World (23-28 years). This is the first adult life structure. During this phase, individuals shift the center of their lives from the family of origin to establishment of their own home base. They make and test a variety of initial choices regarding occupations, love relationships, peers and values. They have two primary antithetical tasks. First, they need to explore the possibilities for adult living: to keep their options open, to avoid strong commitments and to maximize the alternatives. The second contrasting task is

to create a stable life structure, to become more responsible with plans to make something of their lives. Finding a balance between the two tasks is not easy. If the first predominates, life has an extremely transient and rootless quality. If the second predominates, there is danger of committing oneself too early to a structure without sufficient exploration of alternatives.

3. The Age 30 Transition (29-32 years). At about 28, Levinson noted, the provisional quality of the twenties is ending and life is becoming more serious, more "for real." The task of this period is to work on the flaws and limitations of the first adult life structure. At this time, an individual may make important new choices, or may reaffirm old ones with regard to his or her occupation or life style. For most men in Levinson's study, this transition took the form of an age 30 crisis: having difficulty with the developmental tasks of the period, finding the present life structure intolerable, yet seemingly unable to form a better one. Choices must be made. If choices are congruent with dreams, talents, and external possibilities, a satisfactory life structure will result. If they are incongruent, the individual will suffer in the subsequent period.

The first three periods constitute the preparatory or novice phase of adulthood.

4. Settling Down State (33-39 years). This structure is the vehicle for the culmination of early adulthood. Individuals seek to invest themselves in the major components of the structure--work, family, friendships, leisure, community--whatever is most important to them, and to realize their youthful aspirations and goals. People have two major tasks during this period. First, they need to try to establish a niche in society, to anchor their lives more firmly, and develop competence in

their chosen fields. Second, individuals work at "making it" during this period, striving to advance and progress on a timetable.

This can be a fateful time in one's life. Attaining seniority and approaching the top rung of the ladder are signs that the person is truly an adult. The individual is concerned with all dimensions of advancement; with both objective or external and subjective or internal aspects. Although the process brings new rewards, it also brings additional responsibilities and pressures. It means that people must give up more of the child that is within them.

5. Mid-Life Transition (40-45 years). At this time, the life structure again comes into question. It becomes important to ask, "What have I done with my life?", "What do I really get from and give to my family, children, community, self?", "What is it I truly want for myself and others?" Levinson noted that for the great majority of people this is a time of moderate or severe crisis. It is a period of great struggle with the external world. People question nearly every aspect of their lives and feel that they cannot go on as before. The neglected parts of the self more urgently seek expression, thereby stimulating modification of the existing structure. Some people will need several years to form a new path or modify an existing one.

6. Entering Middle Adulthood (46-50). The structure that emerges in the middle forties varies greatly in its satisfactoriness; that is, its suitability for the self and its workability in the world. Due to defeats in childhood or early adulthood, some individuals have been so little able to work on the tasks of their Mid-Life Transitions that they lack the inner and outer resources for creating a minimally adequate structure at this point in their lives. These people face a middle adulthood of restriction and decline. Others form a structure that is reasonably viable in the world but poorly connected to the self. Al-

though they do what they can for themselves and others, their lives are lacking in inner excitement and meaning. Still others have started a middle adulthood that will have its own special satisfactions and fulfillments. For these people middle adulthood is often the fullest and most creative season in the life cycle. They are less tyrannized by the ambitions, passions and illusions of youth. They can be more deeply attached to others and yet more separate, more centered in the self.

7. Age 50 Transition (50-55 years). This period functions similarly to the Age 30 Transition. It exists so that an individual can work further on the tasks of the Mid-Life Transition and can modify the life structure formed in the mid-forties. It may be a time of crisis for those who changed too little in the Mid-Life Transition and then built an unsatisfactory life structure. In Levinson's opinion it is not possible to get through middle adulthood without having at least a moderate crisis in either the Mid-Life Transition or the Age 50 Transition.

8. Culmination of Middle Adulthood (56-60). This period is devoted to building a second middle adult life structure to complete middle adulthood. If people are able to rejuvenate themselves and enrich their lives, the fifties can be a fulfilling time.

9. Late Adult Transition (61-65). The tasks of this transition are to conclude the efforts of middle adulthood and to prepare oneself for the era to come. It represents a major turning point in the life cycle.

The development of the widely accepted models by Levinson and Super was based on adult male development. Studies of or including women have been conducted, often with the family as one of the research orientations. However, the works of Hennig (1970), Stewart (1977), and Welsh (1978) have attempted to replicate other studies or to apply the developmental models

female subjects, thereby giving the models wider application and usefulness.

These studies have revealed that there are fewer differences between the development of men and those women who pursue careers than between men and those women who choose a more traditional adult role of wife and mother. Knox (1977) noted that many women in white collar and professional occupations work by choice and have maintained occupational continuity throughout adulthood. In recent years there have been more and more women in this category.

The appearance of more women in the professions, the continuity of their careers, and the similarities of their development with that of their male counterparts, is one trend noted by the researchers and educators of professionals. These trends influence the design of education. Other trends in the professions and among professionals have been noted by Houle (1980).

Career Development-Adult Development Relationship. Despite the developmental foundations of both Super's and Levinson's works, educational research on the needs and characteristics of adult learners had not included a quantitative analysis of the relationship between the adult life cycle and professional career development. Rush, Peacock and Milkovich (1980) conducted vocational behavior research on the relationship between Levinson's life and career stages. The results of their study did not support the conception of individuals making a time-linked, orderly progression through Levinson's career stages.

DESIGN AND PROCEDURES OF THE RESEARCH

Instrumentation. A logical subsequent sudy of the life phase/career stage relationship would use an instrument based on an integrated theory of stages from which unambiguous placement into career stages could be

made. It was for this purpose that Super's Career Development Inventory - Adult Form was used. The CDI was designed to measure the vocational maturity of adults, focusing on an awareness of and concern with developmental tasks.

The CDI was based on Super's career stages, and reflects modifications of those stages and their developmental tasks:

I. Exploration
   a. Crystallization
   b. Specification
   c. Implementation

II. Establishment
   a. Stabilization
   b. Consolidation
   c. Advancement

III. Maintenance
   a. Holding
   b. Updating
   c. Innovating

IV. Disengagement
   a. Deceleration
   b. Retirement Planning
   c. Retirement Living

The CDI-Adult Form is in Appendix A.

The placement in the adult life cycle is commonly and acceptably done according to age. The age parameters used can be those of a single theorist or a synthesis of several theories (see Bova, 1979; Cross, 1981 and Weathersby, 1977). However, the theorists themselves stressed the individual nature of adult development. The age parameters of the phases reflect an average; although the phase sequence is considered to be true for a majority of people. The common denominator is what is faced (Gould, 1975, p. 76).

Due to this concern with the common denominator and the desire to have an instrument that addressed developmental tasks, the Adult Life Phase Scale (ALPS) was created. The ALPS is not a measure of psychological development. It allows the researcher to "place the individual with respect to the tasks they are immediately experiencing... It's largely the issue of the clock-being alive and working, you can't escape developmental tasks" (Weathers y, 1981). Levinson's life stages were modified into the following seven phases on the ALPS:

1. Early Adult Transition/Entering the Adult World
2. Age 30 Transition
3. Settling Down State
4. Mid-Life Transition
5. Entering Middle Adulthood
6. Age 50 Transition/Culmination of Middle Adulthood
7. Late Adulthood

The ALPS is in Appendix B.

Both the CDI and the ALPS proved to have internal consistency for this study. The 8PSS Subprogram Reliability generated a coefficient of α= .94 for the CDI and α= .91 for the ALPS.

The CDI and the ALPS were factor analyzed and the resulting factors were analyzed by Catell's Scree Test. The items were forced into four factors for each instrument and orthogonally rotated, using the varimax technique. Variables were considered a meaningful part of the factor if they loaded .40 or greater (Lindeman et al., 1980).

The resulting characterization of the CDI factors revealed that the four factors represented the four stages of career development on the CDI: Exploration, Establishment, Maintenance and Disengagement. Overall the CDI was considered a valid and reliable measure of career development. For additional information on the CDI see Super, Zelkowitz and Thompson, Career Development Inventory - Adult Form I: Preliminary Manual for Re-

search and Field Trial (New York: Columbia Teacher's College, Columbia University, 1975).

The ALPS was also found to be valid and reliable. It was juried by three adult development scholars prior to the reliability tests. However, the characterization of the ALPS factors did not reveal the seven life phases listed on p. 12; but rather, it revealed five aspects of life that thread through all phases of life: career, personal relationship/mate, societal/community commitment, goal setting, and family responsibilities. Interestingly, the personal relationship/mate and family responsibility elements comingled with a distinction appearing between pre-midlife and post-midlife concerns. The factors* were: goal setting, societal/community commitment, personal relationship and family post-midlife, and personal relationships and family pre-midlife.

The Population and Sample. The population and sample for this study consisted of members of professional associations or organizations who were participants in academic and continuing education classes and who were learning for the self-declared reason of professional development. A random sample of traditional and non-traditional classes was drawn from institutions in a standard metropolitan statistical area. The CDI, ALPS and Personal Data Form (for socio-demographic and professional membership information) were administered to volunteers from these classes resulting in a sample of 133 subjects whose scores were analyzed for this study. The resulting data were scored to assign subjects to stages of career development, to aspects (factors) of adult development, to phases of adult development according to the theory of developmental tasks, and to phase using Levinson's age ranges. Pearson correlations, Fisher's z_r

*The career factor was not tested in this study to avoid confounding the relationship with the Career Development Inventory scores.

transformation, multiple regression and multivariate analysis of variance techniques were used to analyze the data.

RESULTS

The purpose for this study was divided into three parts:

1. It first had to be determined whether or not there was a significant positive linear relationship between the two cycles of development.

2. It was determined if the correlations between the cycles for male professionals and female professionals were significantly different.

3. The following characteristics were considered in light of their possible relationships with adult development and career development: age, marital status, ethnicity and educational level.

For the first purpose, two-tailed Pearson correlations for each measure of life phase and career development, revealed that there was no significant relationship between the career development cycle and the adult life cycle of professionals.

For the second purpose, Fisher's z_r transformation (Ferguson, 1971, p. 170) was used to reveal that there was no significant difference between men (n=55) women (n=78) in the relationship between career development and adult development.

For the third purpose, multiple regression analysis and multivariate analysis of variance (MANOVA), using the hierarchical approach, were used to test the contribution of the various independent variables, including the socio-demographic variables and career development, to phasic development. SPSS Subprograms Regression and MANOVA were used.

Age was found to be significantly related to adult development. Generally as age increased, the subjects appeared in more advanced phases of adult development. In addition, as age increased so did concern with societal/community commitments and with post-midlife personal relationship issues, while concern with pre-midlife personal relationship issues decreased.

None of the other variables tested revealed significant relationships. Ethnicity was not tested due to the lack of variance in the distribution of subjects.

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

Instruments. There was a lack of adult learners who are professionals in the Establishment stage of the Career Development Inventory. This led to the conclusion that professionals participating in traditional and non-traditional classes for work-related reasons are not doing so in order to establish themselves in their careers. The concerns of this stage (stabilizing position in a job that enables them to support families, express interests, get "name" for self in field) are either not being met in the classroom; or, professionals do not perceive that their Establishment needs will be met in the classroom.

The lack of subjects in this stage also led to the conclusion that the CDI is not a suitable measure of the career development of professionals who are learning in institution-sponsored programs. Other problems with the CDI include lack of direction from the authors on how to deal with tied scores and lack of reliability data on the Adult Form. The CDI remains a valid and reliable instrument.

The composition of Adult Life Phase Scale was based on the premise that developmental tasks are unique to each life phase. Consequently, the responses to the task statements on the ALPS should have resulted in a few, if any, tied scores. However, 25% of the subjects had tied scores, indicating that the phases are not as discrete or distinct as suggested by the life cycle scholars and theorists.

In contrast, the life aspects were far more evident than the seven phases. However, the aspects did not obliterate the pre-midlife and post-life distinction. So, while the seven phases were not discrete, there are

distinctions that can be made between pre-and post-midlife needs, behaviors and tasks.

The variance shared by the ALPS and age is an indication that, as people get older, they do progress through sequential phases of development. This conclusion is also supported by the variance shared by ALPS and Levinson's phases. The fact that 40% of the subjects appeared in the same life phase, whether assigned by the ALPS score or Levinson's age ranges, led to the conclusion that behavioral and developmental tasks are indeed moderately linked to age or the maturation process. Overall, content and construct validity and tests of internal consistency are indications that the ALPS is an instrument with good potential use in future research dealing with adult learners.

Results. The analysis suggests that a career is part of the life cycle and does not have a separate relationship with adult phasic development. Professional continuing educators will be able to develop programs specifically for the career aspect while recognizing it as one component of the adult life cycle.

The lack of difference between the career and life cycles of men and women led to the conclusion that the theories can be applied without bias to professionals. The similarities between the phasic development of men and women has been documented for professionals only.

The appearance of older subjects in more advanced phases of development suggests a sequential progression through the life phases, via the accomplishment of developmental tasks that define the phases. Furthermore, the priority given to life aspects changes as people age and mature.

Recommendations. The discussion and conclusions have implications for the design of and recruitment for professional continuing education activities. On the most general level, awareness of where professionals are in their career and personal development will make adult educators

more sensitive to their learners' needs. This awareness will also make recruitment more efficient and effective. In Table 1 implications are linked with recommendations for current and anticipated practices of professional continuing education.

SUMMARY

Knowledge of those participating is critical to the sound practice of professional continuing education. This study has added to the knowledge base of characteristics of who is participating in adult learning activities for reasons of professional development. Recommendations have been made for serving that clientele and those who could become the clientele of universities and colleges offering courses for professional development.

This study has answered, as well as generated, questions regarding the career as one aspect of adult development, and about how well the developmental tasks put forth by life cycle theorists actually function as delimiters of the phases of development. Adult education practitioners and researchers have an obligation to their learners to use the information from this study, and to attempt to answer subsequent questions in order to best serve their learners.

Table 1

Recommendations to Practitioners

Implication	Developmental Tasks	Recommendation
1. Classes should address generic needs and tasks of both the internal and external career paths, for CE* participants in the Exploration, Maintenance and Disengagement stages of career development.	1A. Exploration stage: testing of occupational images; getting advice on career choices.	1A-1. Career services and public libraries should have audio-visual and printed materials of on-the-job case studies. 1A-2. Classroom training for specific occupations should include role-playing in scenarios in which skills will be applied. 1A-3. Companies should allow new employees to observe and then try out new occupations. 1A-4. New workers should talk with people already in the positions to which they aspire. This can be done on the job, or in the classroom. 1A-5. Career services at educational institutions should go into "content" classes to offer career guidance.

*CE = Continuing Education

Table 1 (Cont.)

Recommendations to Practitioners

Implication	Developmental Tasks	Recommendation
		1A-6. All of the above activities should be mentioned in promotional materials: "we not only teach you how to do it, but how, when, and where to apply it!"
	1B. Maintenence stage: conflicting feelings of security and fear of stagnation; expect self and peers to have maximum productivity, fear of younger employees while assuming mentor role.	1B-1. CE programs should show cognizance of new trends in the field, and deliver them so that professionals can see the relationship between the "old" and the "new", thereby not threatening comfortable workers. The "new" will alleviate fear of stagnation, while benefitting organization with improved productivity and worker satisfaction.
		1B-2. New skills or retraining should be presented so that mature professionals can pass them along to proteges. The curriculum should include work specific content and adult education techniques for the mature professional to apply when working with younger recruits.

Table 1 (Cont.)

Recommendations to Practitioners

Implication	Developmental Tasks	Recommendation
	1C. Disengagement stage:* want others to benefit from experience, consider selves outside of workplace; prepare for retirement.	1C-1. Employers should offer pre-retirement workshops that include: financial information; functions that the employee can perform for the organization after retirement. 1C-2. Educational programs should include financial advice; information on part-time jobs that use retirees' skills; which organizations need volunteers with their skills. 1C-3. Professionals in this stage as preparation for career change, rather than retirement, need educational programs that include: interview practice; preparation of a resume; transferability of skills; related occupations.

*Many contemporary businesses are aware of these needs and have considered recommendations like these. The recommendation to those businesses then is to try to reallocate resources to meet those needs in-house, or to make arrangements with educational institutions to assist with meeting them.

Table 1 (Cont.)

Recommendations to Practitioners

Implication	Developmental Tasks	Recommendation
2. Professionals in the Establishment stage do not attend classroom CE programs for work related reasons.	2. Establishment stage: stabilizing position in job; getting "name" in field; striving for security and rewards.	2-1. Educational institutions should work on-site with employers to make training specific to entry-middle management jobs; teaching specifically toward success in the organization. 2-2. Professional associations should offer programs for new members of the profession on how they can be "visible" through their work within the association. An example: the American Librarary Association's Junior Members Round Table. New professionals reap emotional and intellectual benefits; the Association gets members and workers. 2-3. Educational institutions should promote programs for professionals in the Establishment stage by acknowledging how hard they are working to "make it," and what the educational program can do to help achieve job security and success (rather than how to stay current). Two career families are more likely to participate if support services are made available and courses are offered at times other than during the weekday.

Table 1 (Cont.)

Recommendations to Practitioners

Implication	Developmental Tasks	Recommendation
		2-4. Employers should have secure, older workers teach newer professionals how to "fit in," be visible, i.e., survive in the organization. An example: tenured senior faculty assigned (or volunteering) to work with junior faculty for assistance with efforts for promotion: how to document and present committee work, teaching, research, grants and other efforts.
Implication	**CE Trends & Practices**	**Recommendation**
3. The nature and priority of life aspects relative to the career aspect and to adult learner participation in professional development activities should be known to the CE provider.	3. Collaborative CE	3-1. Professional development courses should include content specific to the job requirements, and information and guidance from experts on how the job might impact on other areas of adult life. An example: labor management training could include industrial relations, communications skills, the sociology of strikes (impact on family, self-esteem, effect on long-range job goals), community outlook, perspectives from union, employer and governmental participants.

Table 1 (Cont.)

Recommendations to Practitioners

Implication	CE Trends & Practices	Recommendation
		3-2. The concern with CE courses being too narrow is addressed by this implication. Preparation for specialization should put increasing emphasis on inter-disciplinary approaches, public policy, social values and the need for the professional to be client-oriented (Harrington, 1977, p. 96). This change in emphasis will be best received by professionals in post-midlife, with increased interest in societal/community commitments.
4. The need for knowledge of developmental tasks, their sequence, and learners' ages in order to adequately address learners' needs.	4. Consumers of professional CE are entering professions later in life; making mid-career changes; pursuing atypical pre-service and in-service training.	4-1. Age, task and sequence knowledge should be the foundation for the design and delivery of appropriate content in a manner that acknowledges incoming skills, goal-setting (more important to younger professionals) and societal concerns (more important as professionals age).

Table 1 (Cont.)

Recommendations to Practitioners

Implication	CE Trends & Practices	Recommendations
		4-2. Employers hiring experienced professionasl should offer programs to help with the correct transfer of skills, previous training and making the connection between what the learners know and what they need to know.
5. Increasing importance of societal and community commitments as professionals age, reflects the seeking of creative outlets, outside the workplace. Creative programming by adult educators should address personal and career interests pertinent to public concerns.	5. Emphasis on self-education; individualized educational diagnosis and individualized response; rather than on instruction and course-work.	5-1. Employers should have linkages with major community organizations and educational institutions; who will, together, design learning packets on fund raising, human relations, the populations served by community organizations, etc., to enable mature employees to become proficient in community relations. The learner/employees will self-select the public group they wish to work with, and the level of skills learning they require.
6. Application of theories of career and personal development	6. Mandatory CE*	6-1. Male and female professionals of the same professional

*There are ethical considerations, as well as some contradiction of andragogical philosophy, in the decision to practice mandatory CE. However, since it does exist, the types of programs recommended in 6-1 through 6-3 should demonstrate more consideration of ethical and andragogical concerns.

Table 1 (Cont.)

Recommendations to Practitioners

Implication	CE Trends & Practices	Recommendation
to male and female professionasl means directing programs at a single set of career and personal concerns.		achievement, and of the same age can have non-career related needs addressed while meeting externally determined career needs, thereby making mandatory CE more palatable. Young professionals are concerned with establishing homes of their own, and stabilizing in a career in order to support selves and families. Mandatory CE should be promoted as a means to make job positions more secure. 6-2. Older professionals can contribute to planning the CE, based on their training needs and on their experience-based, perceived needs of the profession. 6-3. Lack of CE for women professionals can no longer be dismissed as impossible, "the workshops have a chummy, live-together atmosphere...women wouldn't fit" (Harrington, p. 100). Women do fit because they share developmental experiences with their male counterparts.

APPENDIX A

Career Development Inventory - Adult Form

CAREER DEVELOPMENT INVENTORY - ADULT FORM

This inventory consists of 60 statements of career concerns. How much thinking or planning have you done in these areas? Rate each statement according to the following scale and fill in the circle next to appropriate question number on the answer sheet with a number 2 pencil.

A. Have not yet had to think seriously about this.
B. A growing concern; beginning to become important.
C. A strong concern at the present time; actively engaged in this.
D. Still some concern, but declining in importance.
E. No longer a concern; past that stage.

1. Attending meetings and seminars on new methods.
2. Having a good life in retirement.
3. Holding my own against the competition of new people entering the field.
4. Making sure of my current occupational choice.
5. Winning the support of my supervisor and employer.
6. Maintaining the occupational position I have achieved.
7. Adapting to changes introduced since I got established in my job.
8. Finding out about new opportunities as my field changes.
9. Making my place in my organization secure.
10. Reading the new literature and publications in my field.
11. Developing more hobbies to replace work interests.
12. Avoiding excess occupational pressures.
13. Deciding what I really want to do for a living.

14. Choosing a job that will really be satisfying for me.

15. Finding ways of making my competence known.

16. Setting aside enough assets for retirement.

17. Deciding what new fields to open up or develop.

18. Getting the special training and experience I need.

19. Learning more about various kinds of opportunities that might be open to me.

20. Choosing among the best alternatives I now see.

21. Advancing to a more responsible position.

22. Developing new skills to cope with new needs and opportunities.

23. Being a dependable producer.

24. Making specific plans to achieve my current career goals.

25. Settling down in a job that I can really stay with.

26. Finding an area of the country in which to retire.

27. Developing a reputation in my organization.

28. Keeping in tune with the people I work with.

29. Finding opportunity to do the kind of work I really like.

30. Taking part in non-work (leisure time) activities that will help me keep up to date in my work.

31. Clarifying my ideas about the type of work I would really like to do.

32. Learning what skills and training are required for certain jobs in which I think I might be interested.

33. Making a place for myself in my organization.

34. Making good use of the free time that comes with retirement.

35. Visiting places where new developments can be seen.

36. Developing easier ways of doing my work.

37. Getting refresher training.

38. Keeping ahead of the workers below me.

39. Talking to retired friends about the problems they faced and the adjustments they made when they retired.

40. Becoming especially skillful in my work.

41. Doing the things that make people want me.

42. Finding a line of work that really appeals to me.

43. Finding out what types of activities I would really like to engage in after retirement.

44. Deciding how to qualify for the work I now want to do.

45. Doing things that will help me stay in my chosen job.

46. Making a reputation in my line of work.

47. Planning well for retirement.

48. Planning how to get ahead in my established field of work.

49. Achieving stability in my occupation.

50. Getting started in my chosen field.

51. Choosing a job among the several that interest me, that will provide the most challenge.

52. Developing special knowledge or new skills to help me improve on the job.

53. Having friends I can enjoy in retirement.

54. Concentrating on things I can do as I get older.

55. Cutting down on my working hours.

56. Making sure I can have a good life when I retire.

57. Identifying new problems to work on.

58. Finding what line of work I am really best suited for.

59. Getting ahead in the organization.

60. Doing the things I've always wanted to do but never had the time for because of my work.

Super, Zelkowitz and Thompson, 1975.

Stage	Items
1. Exploration	4, 13, 14, 18, 19, 20, 24, 29, 31, 32, 42, 44, 50, 51, 58
2. Establishment	5, 9, 15, 21, 23, 25, 27, 33, 40, 41, 45, 46, 48, 49, 59
3. Maintenance	1, 3, 6, 7, 8, 10, 17, 22, 28, 30, 35, 37, 38, 52, 57
4. Decline or Disengagement	2, 11, 12, 16, 26, 34, 36, 39, 43, 47, 53, 54, 55, 56, 60

APPENDIX B

Adult Life Phase Scale

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ADULT LIFE PHASE SCALE

This questionnaire consists of 42 statements of personal concerns. How much thinking have you done about these concerns? Rate each statement according to the following scale and fill in the circle next to the appropriate question number on the answer sheet. Please use a number 2 pencil.

A. Have not had to think seriously about this.
B. A growing concern; beginning to become important.
C. A strong concern at the present time; actively engaged in this.
D. Still some concern, but declining in importance.
E. No longer a concern; past that stage.

1. Experiencing major shifts in my daily routine, other than those related to school.

2. Becoming a grandparent and/or launching my children in their adult lives.

3. Actively participating in community events.

4. Getting married.

5. Growing comfortable with my family responsibilities and still maintaining separate interests and activities.

6. Adjusting to an "empty nest," to my children leaving home.

7. Living with or looking for a permanent mate.

8. Planning for new leisure.

9. Reappraising my relationship with my mate or spouse.

10. Terminating my relationship with my more experienced sponsor, friend, patron or mentor with interests similar to mine.

11. Investing more of myself in interests that reflect several aspects of my life.

12. Setting a timetable for meeting long range goals in most aspects of my life.

13. Decreasing work responsibilities.

14. Changing careers or direction within my career.

15. Working on advancing in my career.

16. Getting hired in a career of my choice.

17. Entering community activities.

18. Experiencing the death of friends and/or the death of a spouse or mate.

19. Searching for and/or finding new achievement outlets.

20. Adjusting to declining strength, stamina and health.

21. Reassessing my personal relationships.

22. Experiencing and confronting a sense of mortality.

23. Becoming a sponsor, friend, patron or mentor to less experienced people with interests similar to mine.

24. Finding a more experienced sponsor, friend, patron or mentor with interests similar to mine.

25. Realizing that my long range goals may not be met.

26. Pursuing deferred life interests and goals.

27. Peaking in my career.

28. Asking myself "What have I done with my life?"

29. Developing new hobbies or interests.

30. Establishing a niche in society, "making it."

31. Establishing a more permanent home of my own.

32. Adjust to or reassessing non-school related changes in personal finances.

33. Preparing for the death of my parent(s) or have experienced the death of my parent(s).

34. Reassessing my career.

35. Reviewing my life's accomplishments.

36. Reconsidering community commitments.

37. Deciding about and/or becoming a parent.

38. Feeling that it is "late" but knowing that there are things that I would like to do in the rest of my life.

39. Setting my own expectations.

40. Considering changes in at least one aspect of my life.

41. Raising my children as I want to; parenting.

42. Retiring or have retired.

Phillips, 1981

Phases	Items
1. Entering the Adult World	4, 7, 16, 17, 24, 31
2. Age 30 Transition	9, 14, 36, 37, 39, 40
3. Settling Down Stage	5, 11, 12, 15, 30, 41
4. Mid-Life Transition	6, 10, 21, 22, 28, 34
5. Entering Middle Adulthood	2, 3, 23, 25, 27, 38
6. Age 50 Transition	8, 13, 19, 26, 29, 33
7. Late Adulthood	1, 18, 20, 32, 35, 42

Scoring for ALPS35: Do not score items 13, 14, 15, 16, 27, 34, 42.

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